EDUCATION STAKEHOLDERS' METAPHORS ABOUT TEACHER'S SCRUB

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Abstract:

The teacher's scrub is a controversial issue. It is important to determine what teachers, school administrators, and education union representatives think of the teacher's scrub. This study aims to reveal the metaphors produced by education stakeholders about "teacher's scrub". In this study, a case study design, one of the qualitative research designs, was used. In this context, the study group consisted of 26 people, including teachers, school principals, and education union representatives working at different education levels in Aydın province. Data were collected using a semi-structured "interview form about teacher's scrub" developed by the researchers. The collected data were analyzed by content analysis. The metaphors produced by the participants in the study group about the teacher's scrub were collected in four categories: "professional identity", "protection and security", "likening to other professional identities", "order and hygiene". The results of the research show that the teacher's scrub is more than just a piece of clothing, it is an important symbol that strengthens the teacher's professional identity, increases the sense of protection and security, and is also associated with order and hygiene. It is expected that the findings of the research will contribute to the discussions about teacher's scrub in the education community.

Keywords: teacher, school principal, education union representative, teacher's scrub, metaphor

1. Introduction

The most important and comprehensive investment for the future of societies is in education. Raising qualified individuals is a fundamental factor for the economic, social,

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and cultural development of a society. In this process, one of the most critical elements in the education system is qualified and effective teachers (Karaman *et al.*, 2013; Türk & Çelik, 2013; Akcan & Polat, 2016; Hatipoğlu & Kavas, 2016; Yalçın, 2016).

Teachers not only provide students with knowledge and skills, but also guide, inspire, and contribute to their character development. In this context, it is important that the focus of investment in the education system is on teacher competencies and professional development. A qualified teacher encourages students to think critically, collaborate, and learn continuously. From this perspective, investments in teachers are of strategic importance for the sustainable development of societies. Quality education enables individuals to maximize their potential and increases the overall well-being of society. Investments in the education system should focus on providing support for the development of teachers' competencies.

Teachers transmit the cultural values of the society in which they live to future generations and play a key role in the progress and modernization of society (Oktay, 1991). The role of the teacher is not limited to implementing the curriculum; it is also about equipping students with world views, helping them develop critical thinking skills, and raising them as individuals who are sensitive to global issues. The teacher acts as a bridge in the development of society and contributes to the process of modernization.

As the cornerstones of the world of education, teachers, who shape the lives of children and young individuals, guide their learning, and are decisive in developing attitudes and behaviors, have the potential to set both positive and negative examples for students (Demir and Köse, 2014). In this context, the teacher stands out as an inevitable role model and guide in the education of students. The fact that the teacher not only fulfills his/her professional responsibilities but also influences the students with his/her personality, in other words being a role model, constitutes the basic dynamic of the educational process. Relationships in the classroom are based on the quality of interactions between teachers and students and play a key role in creating a learning environment. In this context, it can be said that the educational atmosphere in the classroom largely depends on the teacher's behavior (Ergün & Duman, 1998). Another factor that affects students' learning processes and determines teacher effectiveness is teacher dress. Although there is no direct cause-and-effect relationship between teacher dress and classroom effectiveness, teacher dress can affect classroom atmosphere and effectiveness. An appropriate style of dress is often associated with more respect and authority by students and can help students to respond more positively to the teacher, to accept the teacher's leadership more positively, to better comply with classroom rules, and increase their interest in the learning process.

A metaphor is a verbal analogy to better understand the issues or situations we encounter in daily life. Metaphor deepens meaning and is used to describe abstract concepts in a concrete way (Corbett & Connors, 1999). Metaphor is a different reflection of social reality (Balcı, 2016). Through metaphor, it provides a better understanding of what is intended to be explained, because the listener or reader comprehends the subject more deeply by making a connection with something they are familiar with or can

imagine in a concrete way. In this way, certain aspects of the situation being described can be emphasized (Şişman, 2014).

One way for the teacher to share his/her thoughts is to use metaphor (Botha, 2009). Metaphor is important in terms of expressing complex and difficult-to-explain situations to students (Tamimi, 2005). Metaphors can be considered as a way of thinking and a point of view that shapes the teacher's mindset and determines his/her understandings. This language figure is used to communicate complex concepts effectively and using fewer words. Metaphor effectively activates the cognitive and affective processes of the individual and directs them to think creatively, to make sense of events within their own experiences, to expand mental boundaries, and to encourage creativity (Yaşar & Girmen, 2012).

The teacher's scrub has both a symbolic and functional role in the provision of educational services. At the same time, it can be considered as an element that emphasizes the teacher's professional identity and reinforces his/her authority in the classroom, and some people associate it with discipline, order, and professionalism. Teacher's scrub is a controversial issue. It is important to determine what teachers, school administrators, and representatives of education unions perceive the teacher's scrub to be. This study aims to reveal the metaphors produced by education stakeholders about "teacher's scrub".

2. Method

2.1 Research Design

In this study, which aims to determine the metaphors produced by teachers, school administrators, and education union representatives working in different school types and levels of public schools about 'teacher's scrub', case study design, one of the qualitative research designs, was used. A case study is a method frequently used in qualitative research and aims to analyze a specific situation, event, action, program, or process in detail and in depth. This method has the potential to provide researchers with a comprehensive understanding of the topic by offering rich and meaningful perspectives on events and behaviors. The case study emphasizes the context of the topic under study and offers an in-depth approach to understanding important factors such as the experiences, motivations, or decision-making processes of the participants. In this way, researchers can gain a broad perspective to understand and explain a particular situation (Brown, 2008; Stake, 1995; Yıldırım & Şimşek, 2011; Yin, 2012).

2.2 Study Group

The easily accessible case sampling method, one of the purposive sampling methods, was used to determine the study group of the research. Convenience sampling is a sampling method in which the researcher prefers close and accessible situations in order to add speed and practicality to the study. In determining the sample, the researcher chooses situations that can be accessed quickly in order to use time and resources more efficiently. This approach facilitates the data collection process by focusing on the objectives of the

research and allows the results to be obtained more quickly (Yıldırım & Şimşek, 2011). In this context, the study group consisted of 26 people, including school principals, teachers, and education union representatives working at different education levels in Aydın province. Information about the study group is shown in Table 1.

Table 1: Demographic characteristics of the study group

Variable		Frequency (f)	Frequency Percentage (%)
Gender	Female	15	57.69
	Male	11	42.30
Teachers	Kindergarten	2	14.28
	Primary school	4	28.57
	Middle school	4	28.57
	High school	4	28.57
School principals	Kindergarten	1	16.66
	Primary school	1	16.66
	Middle school	2	33.33
	High school	2	33.33
Education union representatives	Eğitim Bir-Sen (All Educators Union)	1	16.66
	Türk Eğitim Sen (Turkish Union of Public Employees in Education, Training and Science Services)	1	16.66
	Eğitim Sen (Education and Science Workers' Union)	1	16.66
	Eğitim İş Sen (Education and Science Employees Union)	1	16.66
	Hurriyetçi Eğitim Sen (Freedomist Education and Science Employees Union)	1	16.66
	Anadolu Eğitim-Sen (Anatolian Education, Training and Science Services Union)	1	16.66

As can be seen in Table 1, 15 (57.69%) of the 26 participants were female and 11 (42.30%) were male. Among the teacher participants, 2 (7.69%) were kindergarten teachers, 4 (15.38%) were primary school teachers, 4 (15.38%) were middle school teachers and the last 4 (15.38%) were high school teachers. In the context of school principals, 1 of the administrators is kindergarten (16.66%), 1 is primary school (16.66%), 2 is middle school (33.33%) and the other 2 are high school (33.33%) principals. In addition, each of the education union representatives has a share of (16.66).

2.3 Data Collection Tool

In the study, data were collected through semi-structured interview techniques. In the semi-structured interview technique, the researcher has the freedom to ask additional questions during the interview in order to get more detailed information about the subject. Data were collected from teachers, school administrators, and education union representatives using a semi-structured "interview form about teacher's scrub"

developed by the researchers. The question in the semi-structured "interview form about teacher's scrub" is a question developed by the researchers based on the information obtained from the literature review. After the question was reviewed by field experts, necessary arrangements were made.

2.4 Data Analysis

The collected data were analyzed by content analysis. The main purpose of content analysis is to transform the data into meaningful concepts and relationships. In content analysis, the stages of coding and categorizing the data, determining the themes, organizing and defining the data within the framework of these codes and themes, and finally interpreting the findings obtained follow each other (Yıldırım & Şimşek, 2013).

Before coding, the validity and reliability of the data collection tool were evaluated. For the content validity of the data collection tool, it was examined by two experts in the field and it was decided that it was suitable for the purpose of the study and necessary arrangements were made. After this stage, the data collection tool was re-developed in line with the feedback of the experts and made valid and reliable. The analysis of the data obtained started with the transcription of the interview records. At this stage, the transcribed data were analyzed and a common coding table was created by two researchers.

After the coding on the coding form, the coding forms of both experts were mutually evaluated. As a result of this evaluation, the reliability of the coding was determined as 90%. According to Miles and Huberman's (2002), security level formula (90% = agreement/agreement + disagreement). In this process, disagreements and incompatibilities that emerged in the evaluations of the coders were discussed mutually. As a result of these discussions, an effort was made to reach a common point in order to reduce disagreements and increase harmony in the coding process. This method can be considered an important step to eliminate disagreements between coding and increase reliability. The findings were supported by direct quotations and presented as categories and metaphors, and the opinions of teachers on the categories created were indicated as T1, T2, T3; school administrators as Y1, Y2, Y3; and representatives of education unions as ST1, ST2, ST3.

3. Findings

In this section, the data obtained in line with the research question of the study are presented under subheadings. The metaphors produced by the participants in the study group about the teacher's scrub were grouped into four categories: "professional identity", "protection and security", "resemblance to other professional identities", and "order and hygiene".

Participants' metaphors for teacher's scrub are given in Table 2.

Table 2: Metaphors produced by the participants in the study group about "teacher's scrub"

Categories	Metaphors	Frequency	Frequency Percentage
Professional identification	Work uniform	10	36.85
Order and hygiene	Cleanliness and functionality	9	32.14
Similarity to other professional identities	Doctor's clothes	2	20.29
	Butcher's scrub	2	
	Prisoner's scrub	1	
	Laboratory's scrub	1	
Protection and security	Armor	2	10,72
	Robot	1	

When Table 2 is examined, the metaphors produced by teachers, school administrators, and education union representatives working in different school types about teacher's scrub are grouped under 4 categories: 'professional identity', 'order and hygiene', 'resemblance to other professional identities', 'protection and security'.

3.1 Professional Identity

The category in which the participants produced the most metaphors about teacher's scrub is 'professional identity'. In the 'professional identity' category, the participants expressed the teacher's scrub with the metaphor of 'work clothes' and explained the reasons for this. The statements of the participants about the metaphors they produced about teacher's scrub in the category of 'professional identity' are as follows:

"To me, the scrub looks like work clothes, it is wanted to be worn at work, it is wanted to increase the impression that the school is perceived as a workplace rather than a place of education." (T1, T2)

"I think that teachers generally display an official appearance and this is associated with wearing a scrub. I think that it can be considered as work clothes because it provides the environment with an official work environment and the official impression of teachers, emphasizing their professional status, creating a certain professional identity, perhaps emphasizing their professional identity in a sense." (Y1, Y5)

"I think that the teacher's scrub is similar to work clothes because dressing in this style can try to create the impression of reliability, seriousness, and authority." (Y2, ST3)

"I would liken the teacher's scrub to a business suit in the sense that it is often used to emphasize a professional status, to evoke respect or to create a certain professional identity, to try to create a situation of authority or respect." (Y4)

"Teachers often wear scrubs to attract student attention and to establish authority in the classroom. Similarly, someone working in the workplace dresses in a similar way in order to have a remarkable and competent appearance, in this sense, it is workwear in my opinion." (ST6)

"Work clothes usually symbolize authority and respect. The teacher's scrub is similar to work clothes as it aims to provide a similar effect and a professional appearance." (Y3)

"To me, a scrub is a workplace attire because only people who are capable of doing that job work in a workplace and it gives it an official characteristic." (ST5)

"Since the design and purpose of the school scrub and workplace clothes are the same, I liken it to workplace clothes." (Y6)

3.2 Order and Hygiene

The second category in which the participants produced the most metaphors about the teacher's scrub was 'order and hygiene'. In the 'order and hygiene' category, the participants characterized the teacher's scrub as "cleanliness". The statements of the participants about the metaphors they produced in the 'order and hygiene' category about the teacher's scrub are as follows:

"I liken the teacher's scrub to a cleaning material because of the color similarity, the same color, the same material, the same fabric, and the same appearance." (T4, T5)

"The fact that it is light, durable, easy to wash and clean makes me think of it as a cleaning material." (ST1, ST3)

"I consider it as a cleaning material because they have similar details such as both have simple and functional designs and both have pockets." (T9, T11)

"The association of the teacher's scrub with a clean and organized image makes me think in this way." (T12, T13, T14)

3.3 Similarity to Other Professional Identities

The third category in which the participants produced the most metaphors about the teacher's scrub is the category of 'resemblance to other professional identities'. In the category of 'likening to other professional identities', the participants expressed the teacher's scrub with four different metaphors, namely 'doctor's clothes', 'butcher's scrub', 'prisoner's scrub', and 'laboratory's scrub', and explained their reasons. The statements of the participants about the metaphors they produced in the category of 'resembling other professional identities' about the teacher's scrub are as follows:

"I liken it to the doctor's clothes from my examination in my childhood, the teacher does not have a conventional outfit, and design elements such as color and style resemble each other, when I think of a teacher's outfit, I normally think of a suit." (T10)

"When we observe the environment, butchers usually wear white scrubs and this is associated with cleanliness and hygiene. Similarly, teachers' scrubs are usually associated with a neat

and clean appearance. Therefore, since both professions create a similar perception of professionalism in me, I liken a teacher's scrub to a butcher's scrub." (T3)

"Both teachers and butchers use their scrubs to do their work better. When working both in the classroom and at the butcher's counter, scrubs with large pockets are useful for carrying student notes, pens, or tools needed for butcher work. In addition, since both professions can be associated with a certain dignity and skill, the butcher's scrub is the most appropriate analogy for me." (T6)

"I liken the teacher's scrub to the striped overalls worn by prisoners in prisons in old foreign countries. Because the person wearing that garment is a prison inmate and his/her freedom to wear what he/she wants is taken away." (T5)

"The fact that they are designed in white or similar light colors to reflect a clean and tidy image, that they have monochrome and simple designs, that they have pockets and buttons, in other words, that they have similar usage and functionality, and that teachers and laboratories are generally associated with disciplined, orderly and meticulous work in my opinion in society, cause me to liken the teacher's scrub to the laboratory's scrub." (T7)

3.4 Protection and Security

The fourth category in which the participants produced the most metaphors about the teacher's scrub was 'protection and security'. In the 'protection and security' category, the participants described the teacher's scrub as 'armor' and 'robot'. The statements of the participants about the metaphors produced by the participants in the category of 'protection and security' about the teacher's scrub are as follows:

"Teachers often provide emotional support to students. Since the teacher has to cope with various difficulties while responding to the needs of students, the teacher reflects the image of being resistant and strong against these difficulties, and the teacher is thought of as an emotionally strong, reliable, and protective figure, I liken the teacher's scrub to armor." (ST2)

"To me, the teacher's scrub is similar to armor, just as armor protects a person as a protective layer and gives a sense of confidence to the person, since teachers usually have the role of protecting and guiding students, the teacher's scrub is similar to armor, it expresses the guidance and sense of trust that the teacher provides to the students." (T8)

"I can liken it to a robot, robots are generally a symbol of technology and make life easier. In educational processes, I liken the teacher's scrub to a robot in terms of the teacher's use of technology to better transfer to the students and to ensure a better understanding of the subjects, carrying the necessary tools to ensure an understanding of education integrated with technology, and facilitating his/her work." (ST4)

4. Discussion and Suggestions

The teacher's scrub stands out in the education community both symbolically and as the special clothing of the teacher in the educational environment. Since the teacher's scrub is designed in a formal style, it is accepted as a distinctive symbol that defines the teacher and gives them a professional identity. On the other hand, it is important to determine how teachers, who have a key role in the development and progress of societies, school administrators, and education union representatives, who are the executors and supervisors of educational services, perceive the teacher's scrub. In the study, the metaphors produced by teachers working at different levels of public schools, school administrators, and education union representatives about 'teacher scrub' were grouped under four main categories: 'professional identity', 'order and hygiene', 'likening to other professional identities' and 'protection and security'.

1) In the category of 'professional identity', the participants stated that the teacher's scrub generally displays a formal appearance, gives the impression of reliability, seriousness, authority, and a formal work environment, emphasizes existing professional identities and professional status, and contributes to the creation of a certain professional identity.

2) In the category of 'order and hygiene', participants emphasized that teachers' scrubs are lightweight, durable, easy to wash and clean, have simple and functional designs, and are associated with a clean and organized appearance.

3) In the category of 'likening to other professional identities', the participants evaluated the teacher's scrub as a tool for disciplined, regular, and meticulous work, a neat and clean appearance, association with a certain dignity and ability, and enabling them to do their jobs better.

4) In the 'protection and safety' category, participants identified the teacher's scrub with the teacher's role of protecting and guiding students, with the image of being resilient and strong against difficulties, and with being an emotionally reliable and protective figure.

The results of the study show that the teacher's scrub is more than just a piece of clothing, it is an important symbol that strengthens the teacher's professional identity, increases the sense of protection and security, and is associated with order and hygiene. It is expected that the findings of the research will contribute to the discussions about teacher scrub in the education community. According to the findings of the study, it may be recommended to make a decision about the teacher's scrub by taking the opinions of teachers and education union representatives with wide participation.

Conflict of Interest Statement
The authors declare no conflicts of interest.

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